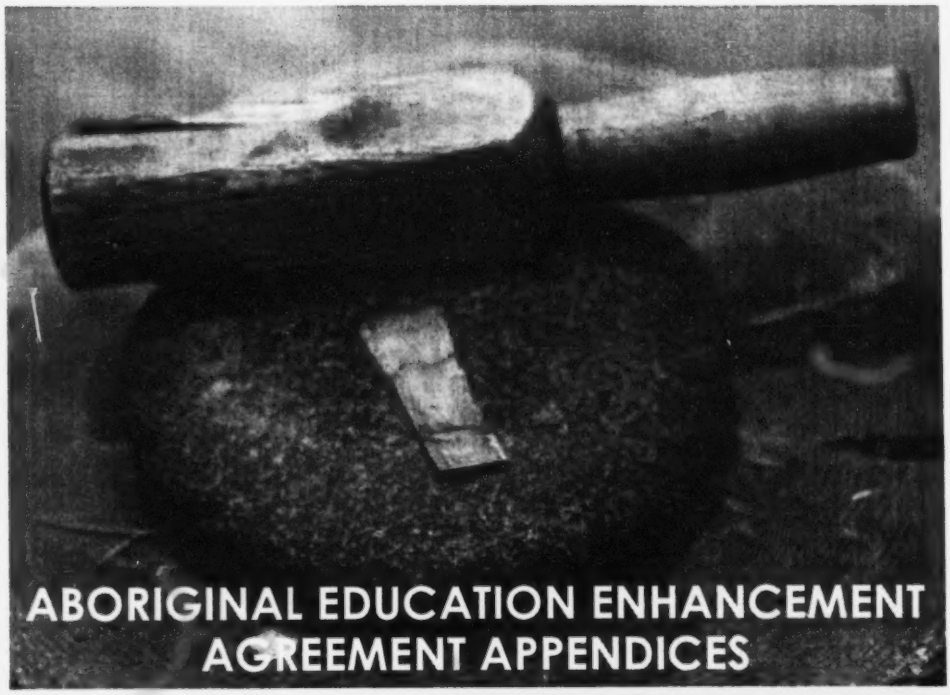


# ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT APPENDICES

C. CLARK (Thompson First Nation)
S.D. No. 43 GRADUATE

GLENEAGLE SECONDARY
COQUITLAM

# ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT
## Year Two

## Data Collection and Reporting

The four goals of School District No. 43's *Aboriginal Education Enhancement Agreement* were the result of a three year consultation process with Aboriginal community members: students, parents, grandparents, representatives from Métis Nation BC and Kwikwetlem First Nation. The goals are listed in order of priority as identified by the Aboriginal community.

Data, which has been collected from a variety of sources (Ministry of Education, District-wide Assessment Based on Teacher Judgment, student surveys and teacher evaluations) were compiled from September 2008 to June 2009. The Aboriginal Education Advisory Committee met in September 2009 to review and analyse data, set meaningful targets and identify areas for considerations during the 2009 – 2010 school year.

## Objectives

Objectives are developed annually for each goal. The 08/09 Objectives were developed in September 2008 to support the *Aboriginal Education Enhancement Agreement* goals and targets identified by the Aboriginal Education Advisory Committee.

Grade 10 & 11 students:
Blueprints for the Future Career Fair Whitehorse

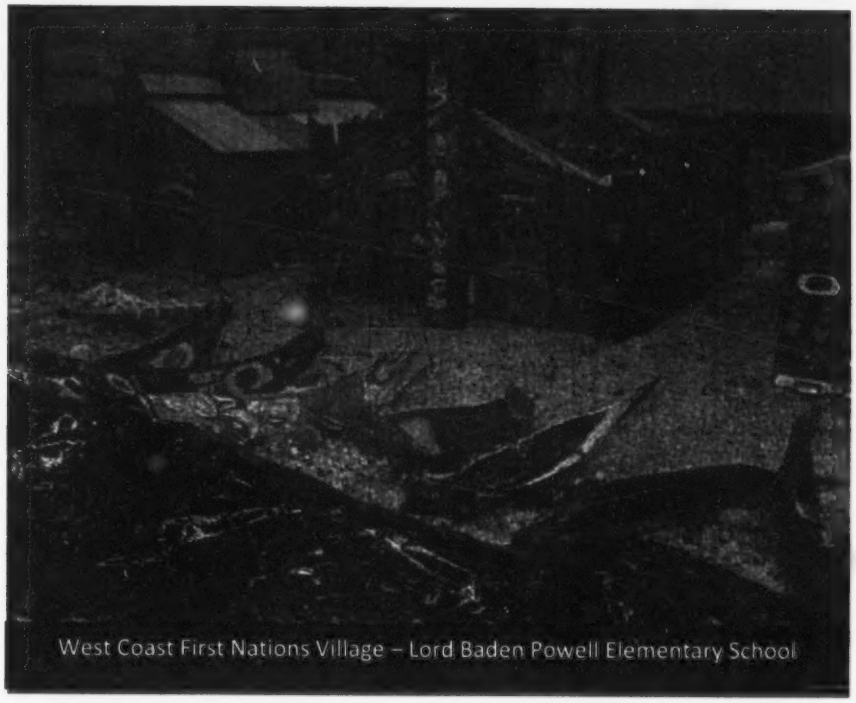
## Framework for Success

The Agreement's *Framework for Success,* which identifies strategies and structures used to support the goals, are evaluated and adjusted annually. The Framework is informed by data and anecdotes from students, parents and school district staff. New initiatives emerge and current strategies and structures evolve. The Aboriginal Education Advisory Committee work with the staff of the Aboriginal Education Program to ensure that strategies and structures are developed to provide opportunities and supports that are:

- **Student Focused** - fostering resiliency and personal success
- **Family Focused** – fostering connections within the school and community
- **Teacher Focused** – enhancing the efforts of teachers and schools to improve the learning environment and opportunities for success for their Aboriginal students, and
- **School Community Focused** – building foundations and bridges for successful futures for Aboriginal students.

# Goal One

# INCREASE KNOWLEDGE AND RESPECT FOR ABORIGINAL CULTURE AND HISTORY



West Coast First Nations Village – Lord Baden Powell Elementary School

## GOAL ONE : PERFORMANCE INDICATORS

**Percentage of students participating in cultural activities: elementary, middle, secondary**

- Participation based on numbers reported by teachers
- Population based on November '08 enrolment data for S.D. No. 43
- 08/09 Target Rationale: Percentages were chosen at the elementary and middle level to match the participation rate set at the secondary level during the 07/08 year

**Percentage of middle and secondary students reporting increased knowledge of Aboriginal culture and history**

- Response based on number of students reporting an increase in knowledge
- Participation based on numbers of students, reported by teachers, who participated in a classroom presentation
- 08/09 Target Rationale: A 2% increase from the 07/08 school year was chosen at each level to reflect continuous improvement

## GOAL ONE: OBJECTIVES

**Develop and implement strategies and structures that:**

- Accurately record the number of classroom presentations at the middle and secondary level
- Collect data from students and teachers re: classroom presentations and program-sponsored field trips
- Increase awareness of presentation options available to classroom teachers
- Promote teacher access to the Aboriginal lending library

**Maintain and improve strategies and structures that:**

- Increase secondary students involvement in cultural activities

## GOAL ONE: FRAMEWORK FOR SUCCESS — Strategies and Structures

**Social Studies presentations (secondary level)** – Curriculum-based presentations to support and enhance classroom instruction and Aboriginal content requirements were improved and made available throughout the district. One staff member is dedicated to create and present material.

**'Artist-in-Residence' Program** - With the goal of having a piece of art work in each of the schools to welcome all as they enter the building, students worked directly with the artist during the design and construction phases of individualized button blankets for their school as they learned about Aboriginal traditions.

**Professional development 'Meet the Presenter Series' and curriculum workshops** - Provided opportunities for teachers and were advertised in the school district's *Professional Development Opportunities* booklet. Four workshops were dedicated to the introduction of teaching material and resources available in our lending library to support the Aboriginal content requirements of the BC curriculum. Four workshops were dedicated to hands-on craft projects. Flyers were distributed to the target audiences (e.g., middle school teachers) two weeks prior to workshops.

**Environmental Days** – Shared and promoted awareness of First Nations' perspective on respecting the environment. The three one-day field trips to Allco Park included workshops and presentations for six elementary and three middle school classes.

**Graduation Scarves** – Provided an opportunity for Grade 12 students with ancestry to design and create a scarf that celebrates their heritage and accomplishments. Grad scarves created through this program are approved to wear at commencement and award ceremonies in all secondary schools in the district.

## GOAL ONE: FRAMEWORK FOR SUCCESS cont. Strategies and Structures

**School-wide Events and Ceremonies** – Shared and taught local traditional customs at schools during assemblies or school sponsored multi-cultural days.

## GOAL ONE: DATA ANALYSIS AND FUTURE DIRECTIONS

The data collection for this indicator continues to present challenges. Accurate data is dependent on the cooperation of teachers and students to accurately complete and submit evaluation forms.

**Future Directions:**

- Continue to improve tracking and collection of evaluation packages distributed
- Improve communication about programs and services available through the Aboriginal Education Programs to teachers at all schools

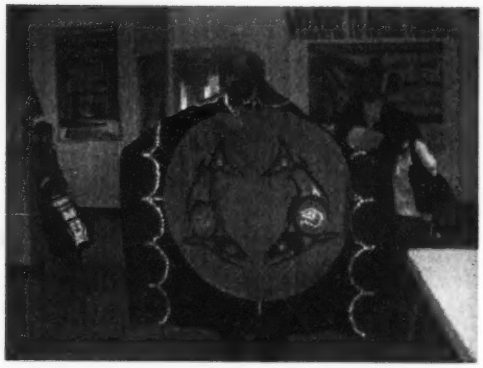


Figure 1

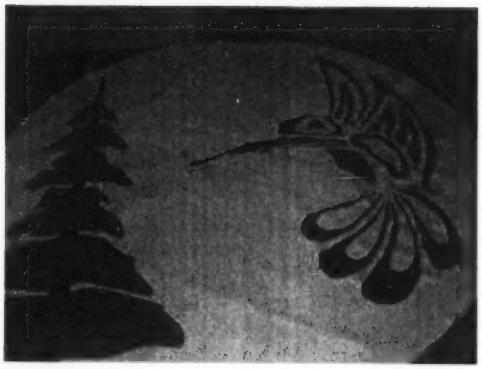


Figure 2

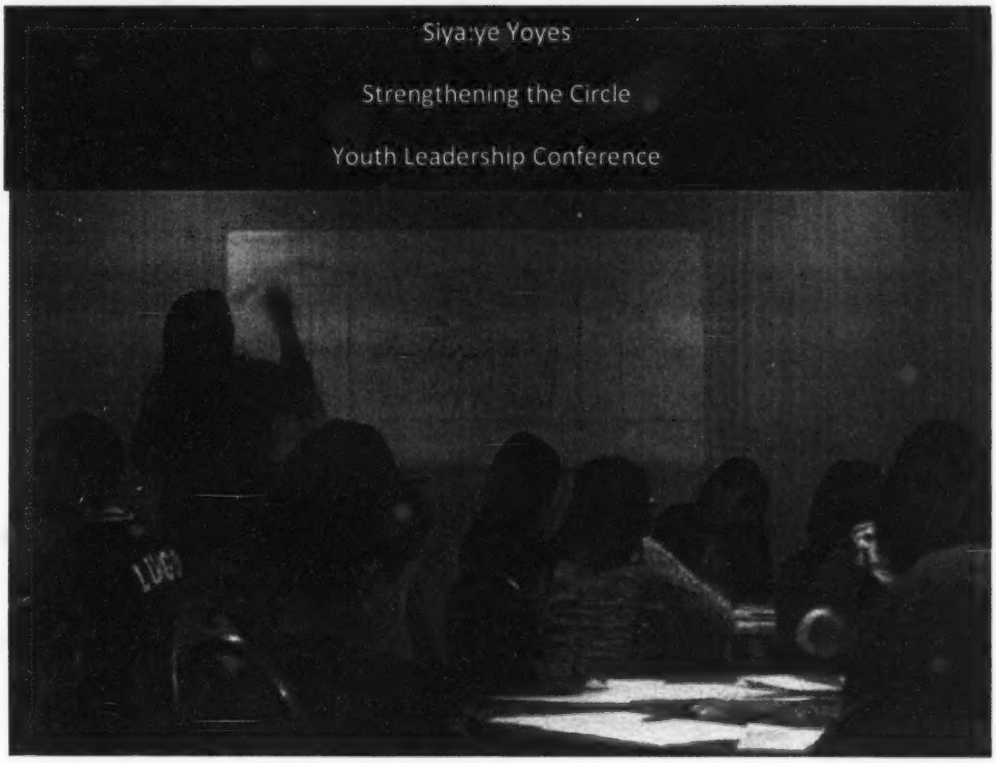
Button Blankets created by students with artist
Dawn Brown
'Artist-in-Residence' Program

Figure 1 - Hazel Trembath Elementary

Figure 2 - Panorama Heights Elementary

# Goal Two

# INCREASE THE NUMBER OF ABORGINAL STUDENTS REPORTING FEELINGS OF SAFETY AND A SENSE OF BELONGING




## GOAL TWO : PERFORMANCE INDICATORS

**Percentage of Aboriginal students reporting they feel safe all of the time, or some of the time at school, as indicated in the Ministry of Education *Satisfaction Survey***

- Target Rationale: 08/09 targets were chosen to match the 07/08 percentages reported on the Ministry Satisfaction Surveys by non-Aboriginal students within the district.

**Percentage of Aboriginal secondary students reporting positive feelings about their school experiences – District-developed Survey**

- Target Rationale: A target participation of 40% of the Aboriginal students at the secondary level.

## GOAL TWO: PERFORMANCE INDICATORS cont.

**Percentage of Aboriginal students missing 20+ days of school (K-8)**

- Percentages based on number of students missing 20+ days of school by student population.
- Population based on November '08 enrolment data for S.D. No. 43
- Target Rationale: No target percentage was assigned. Support for students with attendance issues should be addressed through early identification and intervention methods used by the schools and program staff.

**Percentage of out-of-school suspensions for Aboriginal students**

- Data collected from *School District No. 43 Suspensions 2008 - 2009*
- Target Rationale: Percentages were chosen to promote continuous improvement.

## GOAL TWO: OBJECTIVES

**Develop and implement strategies and structures that:**

- Improve secondary student involvement
- Expand connections of middle school students with successful Aboriginal adults

**Maintain and improve strategies and structures that:**

- Promote academic success for students
- Promote leadership qualities in students
- Promote a welcoming environment for Aboriginal students in all schools
- Indigenize curriculum
- Improve community agency connections

## GOAL TWO: FRAMEWORK FOR SUCCESS — Strategies and Structures

**'Artist-in-Residence' Program** – Encouraged and promoted a welcoming environment for Aboriginal students and families with Aboriginal art displayed in each school.

**Cultural Pull-out Program** – Provided students with opportunities to learn about the local and other Aboriginal cultures in small group settings led by an Aboriginal Support Worker

**Family of Schools Support Model** – Promoted consistent, meaningful relationships between students and Aboriginal Support Workers so that effective support, advocacy and the transition needs of students and families are met.

**Family Fun Nights / Gathering** - Provided opportunities for families to build connections, independence and capacity within the community

## GOAL TWO: FRAMEWORK FOR SUCCESS cont. Strategies and Structures

**Youth Leadership** – Fostered positive and collaborative relationships between Aboriginal students from all secondary schools through cultural and leadership training activities.

**Summer Camp/After-school Activities / Elementary Christmas Party** – Cultural and non-cultural activities were organized to promote community-building between students, families and the staff of the Aboriginal Education Program.

## GOAL TWO: DATA ANALYSIS AND FUTURE DIRECTIONS

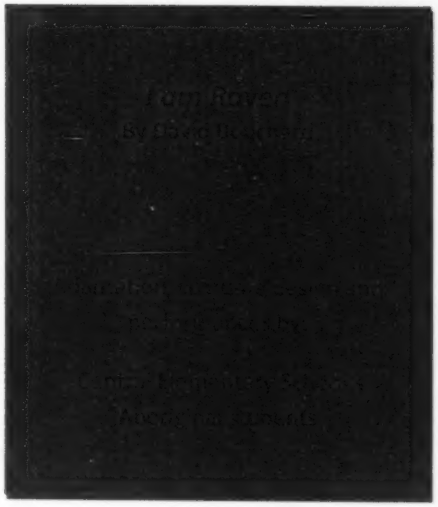
Data results for this goal area are difficult to compare to previous results due to format and collection changes within the district. For example, absenteeism for elementary and middle school students appears to have increased dramatically, when in reality, the collection of information has been standardized and more detailed.

Suspensions have increased slightly but this is the third year that the data is available so trends cannot be established at this time. Elementary suspension results were masked due to low numbers.

There has been an increase in the participation rate of the locally developed survey. Results were commensurate with results reported in the Ministry of Education *Satisfaction Survey*.

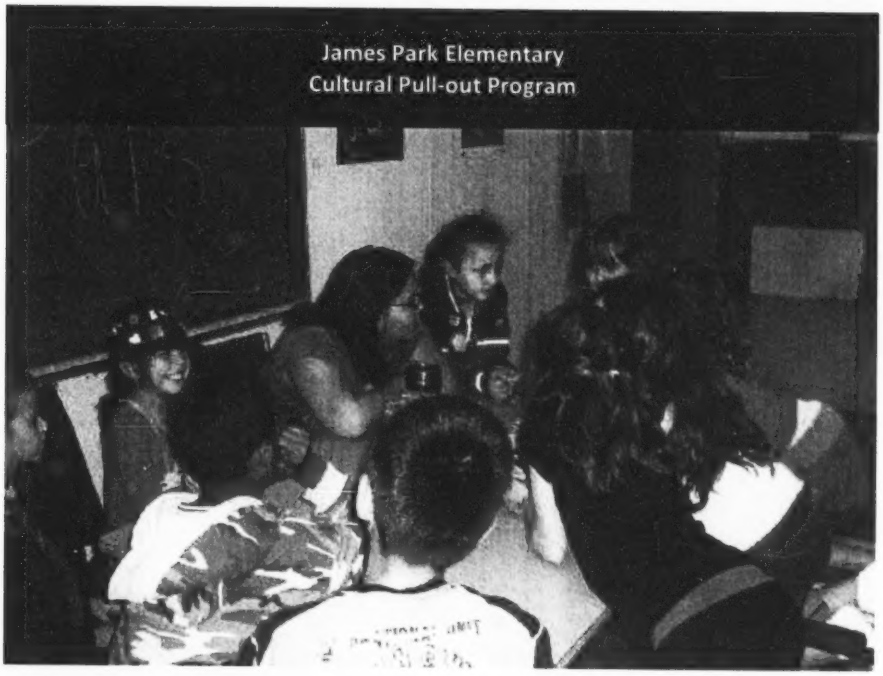
**Future Directions:**

- Collect suspension and attendance data on an monthly basis
- Continue to collect Student Surveys during secondary schools' first semester



# Goal Three

# IMPROVE ABORIGINAL STUDENTS' ACHIEVEMENT




## GOAL THREE : PERFORMANCE INDICATORS

**Percentage of Aboriginal students at each level of Early Literacy Skills**

- Participation based on the number of students who self-identify as having Aboriginal ancestry and whose classes were involved in district data collection
- Target Rationale: Percentages were chosen to reflect continuous improvements.

**Percentage of Aboriginal students in grade 2, *meeting or exceeding expectations* in the area of Early Primary Language Development – Language Screening**

- Participation based on the number of grade 2 Aboriginal students screened
- Target Rationale: The 06/07 Kindergarten Early Literacy Skills were taken into consideration when setting this target. This is the same cohort of students. 34% of the students in this cohort scored at the highest level on the Kindergarten screening.

## GOAL THREE: PERFORMANCE INDICATORS cont.

**Percentage of Aboriginal students in grade 3, *meeting or exceeding expectations* in the area of Literacy - Reading**

- Participation based on the subgroup of students who self-identify as having Aboriginal ancestry and whose classes were involved in district data collection
- Target Rationale: Target percentages were chosen to reflect continuous improvements.

**Percentage of Aboriginal students in grades 5 & 8, *meeting or exceeding expectations* in the area of Numeracy – Problem Solving Skills**

- Participation based on the number of students who self-identify as having Aboriginal ancestry and whose classes were involved in district data collection
- Target Rationale: Target percentages were chosen to reflect continuous improvements

## GOAL THREE: OBJECTIVES

**Maintain and improve strategies and structures that:**

- Support S. D. No. 43's *Accountability Contract* targets for Aboriginal students
- Support Aboriginal students' academic success

## GOAL THREE: FRAMEWORK FOR SUCCESS Strategies and Structures

**S.D. NO. 43's *Accountability Contract*** - Specific objectives and long-range targets for Aboriginal students were identified in all four goal areas of the district's "focus on student learning"

**Gifted Inquiry Pilot** - Through increased awareness and additional testing, gifted Aboriginal students were given the opportunity to attend additional sessions at the district's *Challenge Centre*

**Full-Day Kindergarten Option** - Provided enriched literacy-and-language-based enhancement program through Aboriginal-based themes and activities

**Homework Help Program** – provided students with homework support two days per week

**Fast-track Psycho-educational Testing** - Supported schools, students and parents with assessment and early intervention options

**Grade Two Language Screening** – Provided all Grade two Aboriginal students with assessment and possible early identification of language problems

## GOAL THREE: FRAMEWORK FOR SUCCESS — Strategies and Structure

**Grade Two Language groups** - Provided early intervention based on results from the Grade two Language screening.

**Post Secondary Fair** - Provided students with opportunity to gather information about options available for Aboriginal students at local post-secondary institutions.

## GOAL THREE: DATA ANALYSIS AND FUTURE DIRECTIONS

The school district continues to gather and disaggregate data through several measures of literacy and numeracy: *Classroom Assessment Based on Teacher Judgment*. An additional measure, the *Early Primary Language Development – Language Screening,* which has been locally-developed by district Speech and Language pathologists, is used.

Data indicates a dip in academic achievements in all areas. Target percentages were not reached in any measure.

**Future Directions:**

- Explore ways to promote and support student improvement in reading and print literacy
- Investigate the strategies and structures that are being successful in the area of numeracy and if they can be transferred to the area of literacy

***Inspire to Soar***

Aboriginal students from

Banting Middle

and

Moody Middle Schools.

# Goal Four

# IMPROVE *GRADE-TO-GRADE TRANSITION RATES* And *SIX-YEAR DOGWOOD COMPLETION RATE*

**Canadian Senator Lillian Dyck,**
(Gordon First Nation & Chinese ancestry)

Senator Dyck shared her life story and encouraged Terry Fox Secondary students to take advantage of all opportunities that come their way.

## GOAL FOUR : PERFORMANCE INDICATORS

***Grade-to-Grade Transition Rates* for Aboriginal students**

- Data collected from the Ministry of Education's *Aboriginal How are we Doing?* Report released 2009
- Target Rationale: Target percentages were chosen to reflect continuous improvements and to reflect the District's goal of 95% graduation rate of Aboriginal students by 2010

**Six-Year Dogwood Completion Rates for Aboriginal students**

- Data collected from the Ministry of Education's *Aboriginal How are we Doing?* Report released 2009
- Target Rationale: Target percentages were chosen to reflect continuous improvements and to reflect the District's goal of 95% graduation rate of Aboriginal students by 2010

## GOAL FOUR : PERFORMANCE INDICATORS cont.

**Percentage of Aboriginal students missing 20+ days of school (K-8)**

- Percentages based on number of students missing 20+ days of school by student population
- Population based on November '08 enrolment data for S.D. No. 43
- Target Rationale: No target percentage was assigned. Support for students with attendance issues should be addressed through early identification and intervention methods used by the schools and program staff

**Percentage of out-of-school suspensions for Aboriginal students**

- Data collected from *School District No. 43 Suspensions 2008 - 2009*
- Target Rationale: Percentages were chosen to promote continuous improvement

**Percentage of Aboriginal students enrolled in district alternate behaviour programs**

- Target Rationale: This data will be monitored from year to year. No targets have been identified as this structure is part of the District's *Framework for Success* for students

## GOAL FOUR: OBJECTIVES

**Develop and implement strategies and structures that:**

- Improve communication and integrated case-management between the Aboriginal Education staff, students, families and school staffs
- Develop meaningful relationships with students that encourage involvement in school and the Aboriginal Education Program
- Provide resources for teachers to support Aboriginal content in curriculum

**Lieutenant Governor, Steven L. Point**
(Skowkale First Nation)

His Honour spoke to students during the **Aboriginal Award Ceremony** held at the annual **Family Gathering**

## GOAL FOUR: FRAMEWORK FOR SUCCESS Strategies and Structures

All strategies and structures outlined In School District No. 43's ***Framework for Success*** support Goal Four of our Aboriginal Education Enhancement Agreement. Over 1100 students with Aboriginal ancestry, attend the 45 elementary, 13 middle and 9 secondary schools. Together with the schools, families and students, the Aboriginal Education staff collaborate with the goal of improving the *Grade-to-Grade Transition Rate* and *Six-Year Dogwood Completion Rate* for the Aboriginal students in our school district.

## GOAL FOUR: DATA ANALYSIS AND FUTURE DIRECTIONS

Data results for this goal area are a combination of performance indicators collected from the Ministry of Education and School District No. 43. Continuous improvements are being made in the formatting and reporting of data. Although year-to-year comparisons are inconclusive, the data collected for this year can indicate some form of direction for the future.

Students are continuing to transition successfully from middle school to secondary school and for the first time, all students transitioned from grade nine to ten, as indicated in the 07/08 Ministry of Education data.

*Six-Year Dogwood Completion Rates* continue to fluctuate within the same range for the past several years. (61% - 68%)

As mentioned in Goal Two's data analysis, the reliability of the data collected by the district is improving in the area of attendance and trend data is being established for the out-of-school suspension indicator.

**Future Directions:**

- Gather anecdotal information to supplement data collected in the performance indicators that are still developing
- Create strategies and structures that improve communication with and supports for grade ten students
- Gather monthly absentee reports Contact schools, students and families 9according to the new monthly reports

# School District No. 43
# Aboriginal Education

The Aboriginal Education logo was designed by a local Aboriginal artist, Wee Láy Láq in 1995, to represent the School District goal of building and strengthen connections with the Aboriginal community it serves.

- The Owl represents the Kwikwetlem First Nation and we are honoured to be allowed to incorporate it within our logo
- The Owl sits inside the 'House of Learning' which represents the Coquitlam School District
- The 'Hands' represent the many First Nation cultures within our District
- This circle and the logo's colors are representative of the Medicine Wheel and it's teachings of interconnectedness.